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IMPROVING WRITING ABILITY OF THE ELEVENTH YEAR STUDENTS OF MAN 1PAREPAREBY USING DICE GAME.

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Abstract

This research is based on two major points namely fulfilling the students' need regards English writing ability and on how to attract the students to be active in learning process by using media. The objectives of the research are to find out whether or not the use of dice game can improve the writing ability of the eleventh year students of MAN 1Parepare and to know the use of Dice Game as learning media in improving the activeness of the eleventh year students of MAN 1Parepare in English learning process. Besides, this research is expected can be useful reference for those who want to use media in their teaching and learning process.

In this research the researcher applied class action research method, with two cycles design. In one cycle consist of three meetings. The samples of the research were 17 students from Class XI IIS.2MAN 1Parepare.

After analyzing the research data of students' writing ability where the data were analyzed by using writing ability assessment from Jacob in Wiggle's book. Meanwhile the data of students' activeness during the studying process were analyzed by using Formula from Tiro's book. The result of the data analysis shows the improvement of students' writing mastery. It was showed by the mean score in cycle I (63) and in cycle II (83.18). Besides, the improvement of students' activeness in learning English was shown by the data of observation sheet. The data of observation checklist showed that the students' activeness in joining the learning process. From the data analysis, it is concluded that dice game can bear positive change and improvement toward students' English writing, especially for the students of MAN 1 Parepare.

Keywords : Writing ability, Dice Game

I. INTRODUCTION

There are some components which will be discussed in this fragment namely,

background of the research, problem which is identified, and problem solution alternatives.

1.1 Background

English is one of the communication tools that are used either by writing or orally. People can use it to express their feeling, thought, science, culture, etc. According to Handoko English is contextual language means that every single word only can be considered true if it is in a sentence and regarding its' function as communication tool, English is free language and used based on the speaker wants. Considering the role of English toward the communication, many of pioneers persuaded curriculum teaching for English learning.¹

In National Curriculum of KTSP that had been applied, based on the basic of competencies, students are expected to have high level of writing and able to express a variety of meanings in variety of written texts and monologue interactional, descriptive form, report, news item, narrative, analytical exposition and other in general. It shows how the government really paid attention to the students' development especially in English writing skill.

This skill is considered as important aspect to develop the quality of students such as making journal, research, and the other creativity. It can be good way for the student to increase their knowledge; either it is related to their global language and also their vocabulary. The students who want to write something and do not have any reference will force their self to find any resources, even the possibility of laziness will exist it will be changed by the other function of writing that is expressing their idea. Event for example the students does not have any reference but they have many idea about that, they will directly move to the next section namely looking for the English of that word, and surely it will increase students' Vocabulary.

¹Handoko, Teguh. *Rahasia SUKSES Belajar Bahasa Inggris dengan Mudah Tanpa Melalui GRAMMAR yang Membosankan*. Jakarta: e-Compusoft Training Centre 2010. P.11.

1.2 Problem Identification

Up to this moment writing is still becoming the most difficult ability which has to be mastered by students. Based on the impress when the researcher observed the teaching process in the class as a part of teaching training program the result of interviewing with the English teacher of 11th Grade of MAN 1 Parepare, among all the 11th grades stated IPS 2 was persuaded as the class which need more treatment especially in English writing. It was supported by seeing the mean score of IIS 2 students which is 60. It is considered as fair classification based on the Dirjen Dikdasmen Classification.

1.3 Problem Solution Alternative

The researchers thought that the students need something like game to release their boring or media as guidance for writing easily. According to Sundayana media should be admitted as a thing which can give good contribution and optimal result in learning and teaching process.² That idea will be reached when a teacher matches the media with the lesson given to students. For those problems of writing, there are some media which can be alternative. Those media are such as, movie synopsis, sequence/ jumbled picture, funny video, or dice game. Those mentioned media can stimulate students' brain to produce brilliant idea which will be put in writing form. It is because they show events or activities where the students can expect the continuous of the events or the activity and can retell it. However, the teaching activity by giving media which only requires students to write is not enough.

The writers think that picture is good media to stimulate students to develop their

²Sundayana, H. Rostina. *Media Pembelajaran Matematika (untuk Guru, Calon Guru, Orang Tua, dan Para Pecinta Matematika)*. Bandung: Alfabeta . 2013. P. 3.

imagination. It is interconnected with Chink's idea. Chink in her journal stated her agree regards the value of picture in line of creating idea of students. She stated "When reading stories, EFL learners might be constrained by their limited English proficiency from understanding the text completely; pictures, however, might have the potential to increase their understanding of the story.

II. LITERATURE REVIEW

2.1 Concept of Writing

a. Definition of Writing

- 1) Writing is an activity when someone conveys the idea, feeling, or needs into written form.
- 2) Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages.²
- 3) Writing is a sequence of letters, words, or symbols marked on a surface.³
- 4) Writing is considered as "support skill" for learning grammar in foreign language instruction.⁴

Based on several definitions above, the researcher concludes that writing is a process of idea, feeling, or opinion is putting down in written form which consists of symbols, and words, where the words form sentence, and sentences are formed by paragraph which must be logic, sequence and has good arrangement.

b. Types of Writing

Handoko argued that there are some types of writing namely letter, notes, report, essay, project, thesis/dissertation, article/ paper.⁵ Meanwhile, in Departement Pendidikan Nasional stated that there are several writing types as follow.

- 1) Recount is writing text, which has function to retell events for the purpose of informing or entertaining. The generic structure of recount text consists of orientation, events, and re-orientation.
- 2) Report is writing text, which purposes to describe the way things are with reference to a range of natural, manmade and social phenomena in our environment. The generic structure of this text consists of general classification and description tells what the phenomenon under discussion.
- 3) Discussion is writing text which purposes to present (at least) two points of view about an issue. The generic structure of this text consists of issue, arguments, and conclusion or recommendation.
- 4) Explanation is writing text, which purposes to explain the processes involved in the formation or workings of natural or socio cultural phenomena. The generic structure of this text consists of a general statement to position the reader and sequenced explanation of why or how something occurs.
- 5) Exposition (analytical) is writing text to persuade the reader or listener that something is the case. The generic structure of this text consists of thesis arguments and reiteration.
- 6) Exposition (hortatory) is writing text to persuade the reader or listener that something should or should not be the case. The generic structure of this text consists of thesis, arguments and recommendation.
- 7) News item is writing text to inform readers, listeners, or viewers about events of the day, which are considered newsworthy or important. The generic structure of this text consists of newsworthy events, background events, and sources.
- 8) Anecdote is writing text to share with others an account of an unusual or amusing incident. The generic structure of

³Oxford Dictionary. *Oxford Learner's Pocket Dictionary*. China: Oxford University Press. 2008. P. 516.

⁴Homstad, Torild & Thorson Helga. *Writing Theory and Practice in the First Language Classroom: A selected Annotated*. 1994. P. 19. Accessed on January 23 2016,

⁵Handoko, *Ibid*. p. 26

this text consists of abstract, orientation crisis, reaction, and coda.

- 9) Narrative is writing text to amuse, entertain, and to deal with actual or vicarious experience in difference in different ways. The generic structure of this text consists of orientation, complication, resolution, and reorientation.
- 10) Procedure is writing text to describe how something is accomplished through a sequence of actions or steps. The generic structure of this text consists of goal, materials, and steps.
- 11) Descriptive is writing text to describe a particular person, place or thing. The generic structure of this text consists of identification and description.
- 12) Review is writing text to analyze an artwork, event for a public audience, i.e. movies, TV show, books, plays, operas, recordings, exhibition, concert etc. The generic structure of this text consists of orientation (places the work in general and particular context), interpretive recount (plot summary), and evaluation summation.⁶

Based on the several writing text above the writers chose descriptive as the main material that is based on the syllabus of KTSP (SK:12: KD:12.1;1.2). Descriptive is writing text to describe a particular person, place or thing. The generic structure of this text consists of identification and description.

c. The Component of Writing

One of the best known and most widely used analytical scales which writing are rated on five aspects or component was created by Jacob et.al, namely content, organization,

vocabulary, language use and mechanics.⁷ Those aspects have different weight to emphasize, such as content with 30 points, language use with 25 point, organization and vocabulary weighted equally 20 points and mechanic provides very little emphasis which is 5 points. Beside the different points above, those aspects also have certain load. Content involves knowledge, substantive through the development of thesis, and the relevance to the assigned topic. Organization involves the existence, connection, the logic and the arrangement of main idea and supporting idea. Vocabulary aspect involves the sophistication and effectiveness of the used and the chosen words or vocabularies. Language use aspect involves construction, agreement, tense, word order/ function, articles, pronouns, preposition, and fragment. Meanwhile mechanic involves spelling, punctuation, capitalization, and paragraphing..

Based on the little explanation, the researcher concluded that in producing a good paragraph or any kinds of text we have to consider five important components, namely, content, organization, vocabulary, language use, and mechanics and those must be included in writing. Besides, in giving score to the students we have to be based on the criteria which have been determined by expert of writing.

d. The Purpose of Writing

Jacob categorizes the purpose of writing in to three categorizes the picture to the three categories; its explanation is stated as follow:

- 1) To inform. In giving information, a written generally explains or describes an idea, a process, an even, a belief, a person, a place, or a thing. The writer also gives the facts and explains its causes.

⁶Departemen Pendidikan Nasional. *Kurikulum 2004; Standar Kompetensi; Mata Pelajaran Bahasa Inggris; Sekolah Menengah Atasdan Madrasah Aliyah*. Jakarta: Balitbang Depdiknas.2003.P. 77.

⁷Jacobs, Goerge M, Power, Michael A. Inn, Loh Wan.*The Teachers' Sourcebook for Cooperative Learning: Principles Techniques, Basic Principles, and Frequently Asked Question (Google Book)*. Corwin Press. 2002. P. 116

- 2) To persuade. The language style used in this category is obviously different with the previous category. In this category, a writer tries to change his/ her audience or behave differently. In this sense, the writer appeals to readers'; logic or emotions.
- 3) To entertain. One written has its own language style. The writer gives some efforts to make the readers' laugh, smile, fascinated, surprised, or even angry.⁸

From several purposes of writing above, the researcher concluded that writing can enrich and expand readers' knowledge about anything. Connecting those purposes of writing above with the research, the result of students' writing is mostly to inform or give information. It is influenced by the chosen genre of text namely descriptive and also from the student's activity during the learning process.

2.2 Concept of Media

Regarding dice game as the media which was used by the researcher, in this part, the researcher will explain about media. It is begun from definition of media, function, and its types.

a. Definition of Media

Word of "Media" is from Latin and it is plural form of "medium" literally means distributor or mediator. Therefore media of learning is everything which distribute message and information of learning. Sundayana argued that media in learning process is tools which is related to graphic, photographic, or electronic to catch, process and rearrange the visual and verbal information. Kinds of stimulus which can be media are human interaction, reality, voice recorded and the script, picture or silent.⁹ In

above it has been explained that media of learning is everything which distribute message and information of learning, therefore the researcher assumes that Dice involved a media.

b. Functions of Media in Learning Process

According to Sundayanathe functions of media in learning process are:

- 1) As tool to distribute the message or information of lesson material to learner.
- 2) As one of the component around students' environment which can stimulate them to study.¹⁰

Based on the quotation above, the writers conclude that media is very useful to be used in learning process. It can create good condition in learning process, and guides the students be interested to study. Therefore the researcher was sure to use media in conducting her research and hoped dice game can be good media in improving students' writing and attract them to be active.

Understanding of media characteristic is basic ability which has to be mastered by teacher regards to the choosing of media. Therefore in choosing a media, many things should be thought, such as the correlation between the function of media and the things that we are going to do, and the purpose of using media.

2.3 Concept of Dice Game

a. Definition of Dice

- 1) According to Wikipedia, Dice is 97
- 2) +11a rounded [cube](#), with each of its six faces showing a different number of dots ([pips](#)) from 1 to 6. When thrown or rolled, the die comes to rest showing on its upper surface a random [integer](#) from one to six, each value being equally likely.

⁸ Jacob. *Op Cit*. 127

⁹Sundayana, H. Rostina. *Media Pembelajaran Matematika (untuk Guru, Calon Guru,*

Orang Tua, dan Para Pecinta Matematika). Bandung: Alfabeta . 2013. P. 3

¹⁰Sundayana. *Ibid* .p.6

- 3) According to Merriam-Webster Dictionary, Dice *noun* \ˈdīs\ is a small cube that is made of plastic, wood, etc., that has one to six dots on each side, and that is used usually in pairs in various games.
- 4) In oxford dictionary, dice is small cube marked with spots to indicted numbers, used in game.

Based on some definitions above, the writers concluded that dice is a thing which has same form and same has same number of side with a cube. Addition, Both can be used for the same function such as in teaching process or game, however dice is also often used to be tool in gambling but not for cube.

Dice form which is same like cube is becoming reason of some teacher prefers to choose dice as game or media in teaching process. Dice is flexible and easy to be made. The staffs which can be used to made dice are paper, board/wood, plastic, etc.

There are a various types of dice game involved the dice game itself or game which has different name by using dice as a tool of its game. Mention like monopoly, snake and ladder game and board game. Those games are kinds of game which use dice as media in playing it. Besides, dice is also sometimes becoming tools of gambling or domino even as main media of teaching and learning process. In above it has been explained that there are a number of educators and educational researchers have tried to use dice and applying dice in their teaching process. It also was done by the researcher. Before discussing the dice which was used by the

researcher, the importance of applying game in classroom will begin the discussion.

The form the dice which was used by the researcher was dice which was made by using hard paper, has six sides, and stuck by sequence story pictures in every single side of dice.

- b. The procedure of Using Dice Game as Media of Teaching English.

Reading dice game as media could become unexpected idea. It is because game is included a types of method. However, as stated earlier that in teaching and learning English many researchers use dice game and dice as tool of their game. Those things are different. Zegman in doing his research by using cube as media applied some steps such as:

- a) Pick someone to start and have them roll all 9 cubes. Then choose a picture and begin a story. Go around the circle, with each person choosing a different image adding on to the story until all cubes have been picked and the story is completed.
- b) Making it a race. Split the cubes among 2 players, with one left over. Have each player roll their cubes to see what they will have. Have someone roll the extra cube. That is the picture both players have to start their story with. Then, as quickly as they can, they will each build a story, shouting done when they are finished. Then they can share their story with everyone.¹¹

In this research, the researcher combined between the use of dice as tool of teaching and play dice game in conducting the

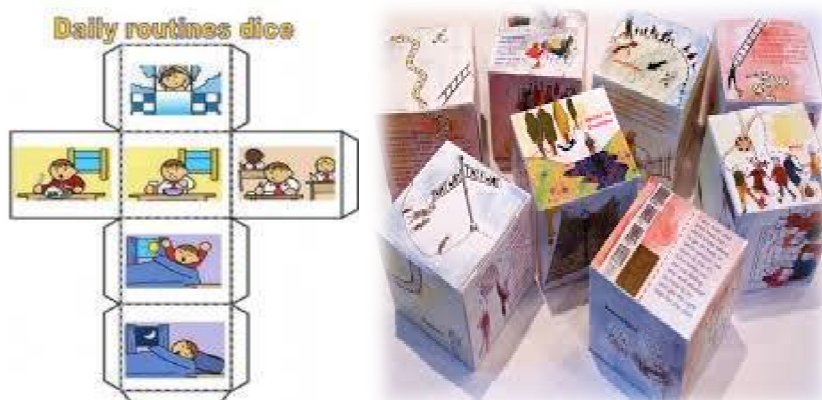


Figure 2. 1: the dice form

teaching process. The dice form which was used is the dice which is stuck by sequence story pictures. Those pictures were stuck in every side of the dice. The steps to the dice are delivered as follow:

- a) Researcher divided the class into several groups consist of the number of dice side namely six. Therefore each group consisted of six members.
- b) Every member of group played dice where one by one of group members threw the dice.
- c) Each student threw the cube once, until all students in one group had done the same activity. Each student got one picture based on the picture showed in above of the cube.
- d) Students were supposed to make at least 2 sentences about the picture they get. It was not too difficult for the students to understand what the picture talk about, because in every picture were put incomplete word as clue.
- e) After completing the clue word then makes sentences, students were asked to connect all the pictures then arrange them start from the first picture until the sixth picture by discussing with their group mates. It was done to create solidarity and corporation among of students. They were easy to finish the task because it was done together.

2.4 Conceptual Framework

Realizing the importance of English writing in facing the globalization era pushes human and students to study about English writing. It need for future live, where we see many companies use English as its language of administration or letter. The researcher adds that through writing people can express their ideas, so other people can understand what they mean. However, researcher found that most students have lower ability in writing English and less motivation in studying it. Hence for creating the optimization of writing

learning process, there are some ways that can be applied in it, one of them is by using dice game. By using dice game, the researcher believes it can stimulate the students to express their idea in writing form and will pump the students' activeness in learning English.

The conceptual underlying of this research is given in the following:

1. Condition Before

This part involves condition or problems of teaching and learning process before giving treatment such as students' score which is low, and students' creativity in making sentence and the students' activeness in learning English which is lack.

2. Process

This refers to the teaching writing by using dice as a media, there are four steps of the process:

- a. Planning, the researcher made lesson plan and determining the material will be given for students.
- b. Action, the researcher did teaching and learning process based on the lesson plan in the planning stage.
- c. Observation, the researcher made an observation sheet for all students' activities during teaching and learning process in every meeting and do an evaluation in the end of cycle.
- d. Reflecting, the researchers collect the result and analyze it then revise them.

3. Output

This refers to the learning process and writing achievement after the treatment. The teacher applied the use of Dice Game to improve students' writing ability.

2.5 Action Hypothesis

Based on the previous related to literature, some pertinent ideas, and the conceptual framework, the researcher put forward hypothesis as follow: *Improving*

Writing Ability of the eleventh Year Students of MAN 1 Parepare by Using Dice Game.

III. RESEARCH METHOD

3.1 Research Design

In conducting this research, the researcher applied Class Action Research (CAR) which consisted of two cycles. Each cycle contained four steps, namely planning, action, observation, and reflection.

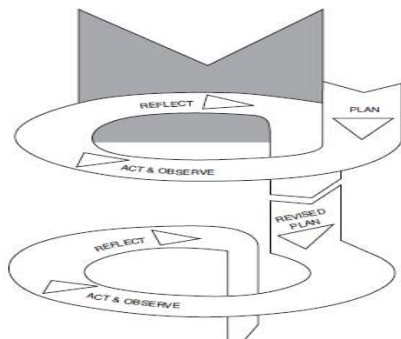


Figure 2.3 : Research Design.¹²

3.2. Research Variables and the Operational Definition

1. Variables of The Research

There are two variables which are involved in this research, namely independent and dependent variables. The independent variable is dice as game and a learning media while the dependent variable is students' writing ability.

2. Operational Definitions of Variables

- a. Applying dice game and using dice as learning media is the way that the researcher chose to improve students' writing ability. The form of this media is Cube which has six sides and there were six pictures were stuck on each sides. The stuck pictures were sequence pictures which told a story. Meanwhile the genre of the text was descriptive text. It

certainly carry out students' creativity and imagination and also improve student's writing ability at all once. Writing ability is the ability of tenth year students of MAN 1 Parepare in conveying message or information of descriptive in written language.

3.3 Setting and Subject of the Research

1) Setting of the Research

This research was conducted in MAN 1 Parepare, in academic year 2016/2017. The school is located on Jalan Amal Bakti, District of Soreang, Parepare.

2) Subject of the Research

Subject of this research was the students of class XI IIS.2 at the first semester with total subject is 17 students. The researcher chose this class as subject of the research based on the conducted observation; where the class condition was really far away from the good category of teaching process. It is shown by students' respond in receiving the material where most of them less of motivation and being passive students at class. By applying dice game in cooperative learning way, the researcher saw that students' problem in writingclass can be solved.

3.4 Instrument of the Research

This research used two instruments, namely:

1. Writing test

The purpose of writing test is to collect data about the improvement of students' ability in writing.

2. Observation sheet

It was used to get data about the students' activeness during the learning process.

3.5 Procedures of the Research

This classroom action research was held in two cycles. Each cycle consisted of four main components, they are: (1) Planning, (2) Action, (3) Observation, and (4) Reflection. There are four meetings for each cycle (three

¹²Kemmis, Stephen &McTaggart, Robin.*Participatory Action Research :Communicative Action and The Public Sphere.*DalamDenzin& Lincoln (Ed.), *The Sage Handbook of Qualitative Research.* 2nd Edition.London: Sage Publications. 2005. P. 271-330

meetings for teaching and learning process and one meeting for evaluation).

IV. Discussion

This research was based on two major points namely fulfilling the students' need regards English writing ability and on how to attract the students to be active in learning process by using media. According to Sundayana media should be admitted as a thing which can give good contribution and optimal result in learning and teaching process. Therefore the use of dice game as a media was chosen by the researcher to undercover the mentioned problems above. It was chosen among the other problem solution alternatives mentioned in earlier chapter. There are many procedures of use of this media, it is depend on the necessity of the user. One of procedure of use by Zeghman namely:

- c) Pick someone to start and have them roll all 6 cubes. Then choose a picture and begin a story. Go around the circle, with each person choosing a different image adding on to the story until all cubes have been picked and the story is completed.
- d) Making it a race. Split the cubes among 2 players, with one left over. Have each player roll their cubes to see what they will have. Have someone roll the extra cube. That is the picture both players have to start their story with. Then, as quickly as they can, they will each build a story, shouting done when they are finished. Then they can share their story with everyone.

However, the steps which were done by the researcher were divided the class be several groups consist of six members based on the number of dice side that is 6. The patched pictures on the dice are actually sequence story. The teacher distributed the dice which is made from paper. Each student in one group played dice game one by one as like common dice by throwing it. The picture

which was on the top of dice was made a sentence or more than it by the student who threw the cube. Those activities were done by all the members of group until all the pictures were being sentences. The next activity was, the students discussed with group mate about the sentences which they had made and determined which one will be the first, the first, until the last sentence. lastly, the students combined all the sentences be a good story.

This research was done into classroom action research with two cycles design. Each cycle consist of planning, observation, action, and reflection. After conducting the research, the findings are as follow:

4.2.1 The students' learning result

This research was done with cycle designs. Even if so, the students' activeness in class was so great either in Cycle I or in Cycle II. After doing some discussions with collaborator and the teacher and doing reflection, the students mean score which was 63, in Cycle I improve be 83,18 in Cycle II. Their score changed from poor; and fair classification to good classification, from good to very good classification. Even though for some elements of writing has not been reached yet. It is involved good structure and sequencing ideas, however it can be accepted by considering their grade which need more study about those elements)

In applying action, the material was always given in the first meeting each cycle, and the rest of meetings (2nd and 3rd meeting) were used by the researcher to use her media and chance to her students in improving their creativity of making sentence. The students also were guided to have corporation with their group mate. As the findings before said that by being used dice game as media, it is able to improve the learning result of the eleventh year students of MAN 1 Parepare. The use of media was proven able to create interesting process of learning, guide the students to study based on their aptitude and

ability of visual, auditory, and kinesthetic based on Sundayana's statement (2013) regards the use of media. However, that way was not the only media in teaching writing, but that way was the alternative solution of the other solutions to improve the students' learning result. After looking the research result that had been analyzed, it indicated that the improvement of the students' learning result improved after they were taught by using dice game as media.

4.2.2 The students' activeness in learning process

The observation result showed the students' activeness during the learning process. The activeness frequency and the students' activity during the teaching-learning process (asking questions, doing the worksheet well) improved. The transformation of students' activeness is in same line with the improvement students' writing ability. It is justifiable because when the students are active in class either in asking or doing task regard the lesson in class, they are focus on their job; they pay attention to their teacher's explanation. Therefore their writing ability also improve. It is supported by Silberman's statement that the real study will not be conducted without chance of discussions, giving question, and practice or even teach the material got.

Besides the reason above, the students' writing improvement were also caused by some reasons such as the students interesting in learning writing by using media which was more than just follow the instruction of teacher to write sentence. The use of media also inspired them to write sentences, there were a lot of sentences came up after seeing the picture on dice. Group cooperation also was becoming supporting factor, when the other students in one group were difficult to make sentences the rest will help. Another good factor is the teacher's and collaborator's suggestions in every single problem which were shared to her.

Based on discussion above, the researcher concluded that in teaching writing by using dice game as a media is able to improve the students' writing ability and students' activeness. English subject. Even thought in the beginning of meeting they were bored but finally they can be serious and enthusiasm.

This research also supports some research finding before namely the research which was done by Mahardita in her English class in SD 019 Longkali Kabupaten Paser to improve students' vocabularies. Mahardhita argued that in building students' creation and imagination, they should be given inspired learning media as good as magic dice. Its function is not only as learning tool but also game for students. Therefore students' interest was easy to be attracted. The different is Maharditha's dice is made by using paper and the picture stuck is only dot. Therefore the students must think hard about what to write. While in this research, the dice which was used was stuck by sequence picture, therefore students can describe what they see from that picture and can cooperate with their group to link the picture on the dice one to another.

Besides Mahardita, this research also supports Rondian's research which he did to the eighth grade students of MTs Negeri 02 Semarang in the academic year of 2012 to improve students' interest in simple past tense by using dice Game. Where he found dice game can help and encourage many students to learn and sustain their interest and work on learning Language. He argued that the teaching of simple past tense is necessary since it will support the students in grammar skill. To teach simple past tense, the teacher must be creative such use game to get the students do not feel bored in learning activities, especially in grammar. Therefore the number of the students who finished their work better in cycle II totally increase rather than in cycle I. In Rondian's research, the main point of using dice game is the students'

knowledge about past tense whether in writing form and in other skills of English. Meanwhile in this research, it is focused on improving students writing ability.

The other research which is also supported by this research is Zechman's. The founder of Rory Story Cube conducted his research entitled "Improve Creative Writing Skills with a Game". The result of the researcher's research indicates improvement in students' writing ability and learning interest and for Zechman, from his conducted research, it made his founding be famous and be demanded especially in teaching and learning side. Zechman's research is based on his experience about writing class where some kids struggle in language arts because they don't know what to write about. He had been faced with a child crying as they look at a blank sheet of paper. Therefore he made a media and also game to release the students fairness in writing class. It is in the same line with Angelica Carbago's opinion. In her monograph entitled *Game as Communicative activities to encourage Oral Production in Children from Ages 10 to 11*, she avowed that many students feel much more comfortable to study when game are involved.

The last supported research is Ayuningtyas' and Wulyani's research "Using Picture Sequences to Improve The Ability of Eleventh Graders at SMAN 1 Srengat-Blitar in Writing Narrative Texts". Even if the media which was used was quite different but it has sameness where in researcher media is also was stuck by picture. By seeing the explanation in the beginning of chapter that the use of dice and dice with stuck picture are different in giving stimulation to the students' brain. In Ayuningtyas and Wulyani's research has given proof that using picture in improving students' writing ability is good. At the end by God willing, the researcher can argue that the matter of the eleventh grade students of MAN 1 Parepare about writing

ability and English learning interest can be solved even not perfect by using Dice Game.

V. Conclusion

Based on the findings, the researcher concludes that:

- 5.1 The use of dice game as a media is able to improve the writing effective of the eleventh year students of MAN 1 Parepare. It is proven by the students' mean score obtained from the students' test each end of cycle. In cycle I, the students' mean score is 63, and the students' mean score in cycle II is 83.18.
- 5.2 Besides the improvement of writing ability, the activeness of the students in English learning also become good evidence for dice game as good media in teaching. The activeness of the students influenced the students' writing because the more active the students in learning process means the more knowledge the students get. This research shows that the use of dice game is effective attract the students be active and improve the eleventh year students of MAN 1 Parepare.

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